

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	1 – Developing	2 – Sufficient	3 – Proficient	4 – Exemplary
Knowledge <i>Cultural self-awareness</i>	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Views the experience of others but does so through own cultural worldview.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
Attitudes <i>Curiosity</i>	States minimal interest in learning more about other cultures.	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
Attitudes <i>Openness</i>	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.

Assessing Social Responsibility

From the THECB: **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Aligns with the Texas A&M University Undergraduate Learning Outcome:

<p>Demonstrate social, cultural, and global competence, including the ability to:</p> <ul style="list-style-type: none"> ▪ Live and work effectively in a diverse and global society ▪ Articulate the value of a diverse and global perspective ▪ Recognize diverse economic, political, cultural and religious opinions and practices 	<p>Measures:</p> <ul style="list-style-type: none"> • Global Perspectives Inventory • Intercultural Competence Assessment Project • Graduation Survey • Study Abroad Participation • National Survey of Student Engagement
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Global Perspective Inventory (GPI) at Texas A&M - Web page: http://assessment.tamu.edu/projects/gpi_index.html

Developed by the Global Perspective Institute Inc., the Global Perspective Inventory (GPI) is a nationally recognized instrument designed to measure a student’s global perspective. The GPI is an inventory of 64 items including a few biographical items. It has been specifically designed to provide a self-report of a person's perspectives in three dimensions of global learning and development--cognitive, intrapersonal, and interpersonal. Respondents record their views on the community and also report the level of involvement in twelve curricular and co-curricular activities. Each year, all freshmen and seniors on the College Station, Galveston and Qatar campuses, are invited to complete the GPI. Additionally, study abroad participants from the previous academic year are invited. It measures:

- Cognitive Knowing – Degree of complexity of one’s view of the importance of cultural context in judging what is important to know and value.
- Cognitive Knowledge – Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language.
- Intrapersonal Identity – Level of awareness of one’s unique identity and degree of acceptance of one’s ethnic, racial, and gender dimensions of one’s identity.
- Intrapersonal Affect – Level of respect for and acceptance of cultural perspectives different from one’s own and degree of emotional confidence when living in complex situations, which reflects an “emotional intelligence” that is important in processing encounters with other cultures.
- Social Responsibility – Level of interdependence and social concern for others.
- Social Interaction – Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings.

Intercultural Competence Assessment Project at Texas A&M - Web page: http://assessment.tamu.edu/projects/icp_index.html

The Intercultural Competence Assessment Project gathers samples of upper-level student work, such as papers and essays, designed to demonstrate students’ competencies related to intercultural and/or diversity issues. Papers are scored by groups of Texas A&M University faculty utilizing a modified version of the Association of American Colleges and Universities’ (AAC&U) VALUE Rubric for Intercultural Knowledge.

The faculty scorers are calibrated on the use of the rubric by experts. Each paper is scored by two faculty members; a third scorer is involved if the first two do not reach approximate agreement. Appropriate inter-rater agreement statistics are kept. The ICP is designed to assess Texas A&M University’s undergraduate learning outcome related to **social, cultural, and global competence**.

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